



Abstract art: a type of art in which the artist does not depict a person, place or recognizable object in a realistic manner. Abstract art often times depicts intangible concepts such as feelings and ideas through the manipulation of color, line and shape.

Argentina: South American country bordered by Chile to the west, Bolivia to the north, Paraguay to the northeast, and Brazil and Uruguay to the east. The name Argentina comes from the Latin word "argentum" which means silver.

Borges, Jorge Luis: (1899-1986) Argentine poet, critic, essayist and short-story writer in the magic realism style. Borges is widely acknowledged as one of the most important Spanish-American writers in the twentieth century.

Fernández de Kirchner, Cristina: Argentine lawyer and politician who became the first female elected president of Argentina in 2007.

Irigoyen, Hipólito: (1850-1933) president of the Argentine republic (1916-22, 1928-30). Leader of the Radicals, a bourgeois reform party opposing the conservative regime, Irigoyen was overthrown during the economic depression and the oligarchy was reinstated.

Menem, Carlos: politician and lawyer, who served as president of Argentina (1989-99), the first Peronist to be elected president of Argentina since Juan Perón in 1973.

Mixed Media: the combination of different types of media within a work of art such as paint, ink, and collage.

Perón, Eva: the second wife and political partner of President Juan Perón (1895-1974). She was known for her campaign for female suffrage (the right to vote), her support of organized labor groups, and her organization of a huge social welfare program that benefited and gained the support of the lower classes.

Perón, Isabel (María Estela Martínez Cartas/Isabel Martínez de Perón): (born 1931) became the first female president in Latin America when she assumed the Argentine presidency upon the death of her husband, Juan Perón.

Perón, Juan (Juan Domingo Perón): (1895-1974) Army colonel who became president of Argentina (1946-52, 1952-55, 1973-74) and was founder and leader of the Peronist movement.

Books about Argentina:
The Argentina Reader: History, Culture, Politics by Gabriela Nouzeilles and Graciela Montaldo
Buenos Aires: A Cultural History by Jason Wilson
A History of Argentina in the Twentieth Century by Luis Alberto Romero

Websites of interest:

- Smithsonian Latino Center: <http://www.latino.si.edu>
- The Civil Rights Movement in American History: <http://americanhistory.si.edu/brown/history/index.html>
<http://www.equalrightsamendment.org/>
- Argentine Artists: <http://www.marciashvartz.com.ar/web/>
<http://www.kosice.com.ar/>
<http://www.roalonso.net/>

Facts about Argentina:

- Argentine Ministry of Tourism website: <http://www.turismo.gov.ar/eng/menu.htm>
- U.S: Department of State: Background Note: Argentina: <http://www.state.gov/r/pa/ei/bgn/26516.htm>
- The World Factbook Argentina: <https://www.cia.gov/library/publications/the-world-factbook/geos/ar.html>

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ARTS CONNECTIONS (GRADES 9-12)

Standard 1. Understands connections among the various art forms and other disciplines

ARTS IN COMMUNICATION (role of culture)

Standard 4. Understands ways in which the human experience is transmitted and reflected in the arts and communication

SCIENCE (Grades 6-12)

Standard 11. Understands the nature of scientific knowledge
Standard 12. Understands the nature of scientific inquiry
Standard 13. Understands the scientific enterprise

THINKING AND REASONING

Standard 1. Understands and applies the basic principles of presenting an argument
Standard 2. Understands and applies the basic principles of presenting logic and reasoning
Standard 3. Effectively uses mental processes that are based on identifying similarities and differences

U.S. HISTORY (GRADES 6-12)

Standard 23. Understands the causes of the Great Depression and how it affected American Society
Standard 29. Understands the struggle for racial and gender equality and for the extension of civil liberties
Standard 31. Understands economic, social, and cultural developments in the contemporary United States

VISUAL ARTS (GRADES 6-12)

Standard 2. Knows how to use structures (e.g., sensory qualities, organizational principals, expressive features) and functions of art
Standard 3. Knows a range of subject matter, symbols and potential ideas in the visual arts
Standard 4. Understands the visual arts in relation to history and culture

WORLD GEOGRAPHY (GRADES 6-12)

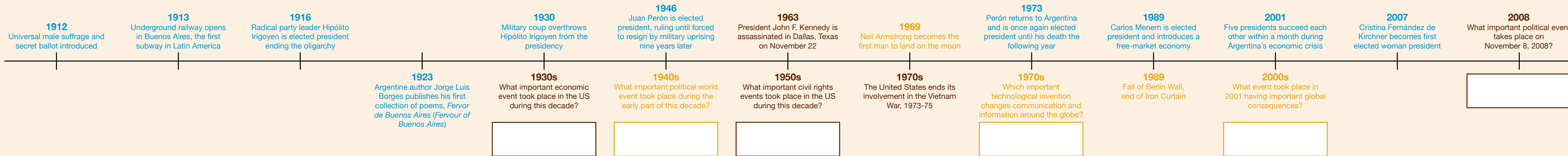
Standard 1. Understands the characteristics and uses of maps, globes, and other geographic tools and technologies
Standard 2. Knows the location of places, geographic features, and patterns of the environment
Standard 5. Understands the concept of regions
Standard 6. Understands that culture and experience influence people's perceptions of places and regions

WORLD HISTORY (Grades 6-12)

Standard 42. Understands major global trends from 1900 to the end of World War II
Standard 44. Understands the search for community, stability, and peace in an interdependent world
Standard 46. Understands long-term changes and recurring patterns in world history

TIMELINE ACTIVITY
 Based on your knowledge of US and world history, complete the missing information on the US and world timelines.

- Abridged Argentina Timeline
- Abridged US Timeline
- Abridged World Timeline



Welcome to Cultural Expressions, the suite of educational activities accompanying the “Southern Identity: Contemporary Argentine Art” exhibition. These activities were developed as resources to help you and your students develop a better understanding of Argentina’s rich history and culture. Explore and discover Argentina while making connections to your academic curriculum!

Before your school trip:

You are welcome to visit the exhibition on your own before your planned school field trip. You can also visit the exhibition website for access to the exhibition materials, view themes, objects and important connections to your curriculum: www.latino.si.edu.

Checklist:

- Bring one chaperone for every ten students
- All visitors must have all bags screened at the security desk at the entrance to the building:
S. Dillon Ripley Center
1100 Jefferson Drive SW,
Washington D.C. 20560
- Please note that there are no vending facilities in this building
- Have students bring a pen or pencil to the exhibition
- The length of the educational visit is approximately 90 minutes from start to finish and is divided into two segments including a 30-minute interactive visit through the exhibition galleries and a 60-minute hands-on activity.

What to expect during your visit:

You and your students will be introduced to the exhibition and the different interactive activities available during the visit by a Smithsonian facilitator. Students will receive a companion educational booklet to test and strengthen their knowledge of Argentina in relation to the US and the world. The educational materials are bilingual in English and Spanish. Teachers must inform the facilitator of the preferred language to be used during the visit.

Please Note: Some of the content found in the exhibition may not be suitable for school-age audiences.

Please contact the Smithsonian Latino Center prior to your visit.

contemporary social history themes in the united states and argentina

ART AS AN AVENUE FOR POLITICAL AND SOCIAL EXPRESSION

The group visit starts with a brief introduction and exhibition tour led by a Smithsonian facilitator. The visit culminates with a hands-on activity based on one of the following theme pairings:

- 1) Contemporary social history themes in the United States and Argentina
Art as an avenue for political and social expression
- 2) The science behind art Contemporary artists in the United States and Argentina

The student booklet will include critical thinking questions to be completed before, during and after the program.

Pre-visit activities:

- Have students write down five to ten facts they know about Argentina
- Review the exhibition website with your students to further their understanding of the exhibition
- Make connections with the exhibition themes and your curriculum
- Review the map of Argentina and the glossary

While in the exhibition:

- Test your knowledge of Argentina by listening to the *Did you know?* facts during the introduction to the exhibition.
- Read the information in the exhibition guide’s overview and explore the different sections in connection to your curriculum.
- Have students answer the critical thinking questions in the *Look Again!* sections of the student booklet.

After your visit:

- Have students visit the Smithsonian Latino Center’s website, www.latino.si.edu and other websites in the educator resources list for more information on Argentina pertinent to your curriculum or your students’ interest.
- Explore critical thinking and discussion questions through the exhibition themes, works of art, maps and photographs. If you are not able to come in person, visit the online exhibition at www.latino.si.edu
- Incorporate the suggested hands-on activities to expand upon particular themes and issues of interest according to your grade level and subject area. You may modify the activities to better satisfy the needs of your curriculum and students’ needs.

Many of the artists featured in the exhibition have used their work as an outlet to express personal feelings but also important political opinions and ideas about events taking place at home and abroad. The following questions and activities will help your students understand the works of art in the exhibition within the sociopolitical and historical context in which they were created and make important connections between Argentina and the United States.

Critical thinking and discussion questions:

- How can history, current events and culture influence the development of art? Provide some examples based on the works of art you discussed during the exhibition.
- Why is it important to learn about other countries in the world?
- How have geography and natural resources had an impact on the history and economy of the United States?
- What are two historical events in Argentine history addressed by some of the works in the exhibition? What was happening in the United States while these events were taking place?
- Compare and contrast the Civil Rights movement in the United States and in Argentina. Can you find examples of how these movements have had an impact on artists in Argentina and the United States?

Hands-on activities for extension:

- Carefully look at the geographic maps of Argentina and the United States. Create a list of similarities and differences such as important mountain peaks, rivers, deserts, waterfalls and number of states versus number of provinces. (suggested for middle school students)
- Have students complete the *Abridged US Timeline and World Timeline* activities in the student exhibition booklet. Challenge them to find an event taking place in the US or the world for every date on the Argentina timeline in the student booklet. (suggested for middle and high school students)
- Have students find a news article about any aspect of Argentina’s economy. Ask them to compare the Argentina’s economy to the US economy. (suggested for high school students)
- Have students find an article and a poster about Argentina’s most recent presidential election and ask them to draw comparisons to the most recent election in the US. Discuss how poster art can be used to promote a political campaign. Have students create their own poster featuring their own political ideals.

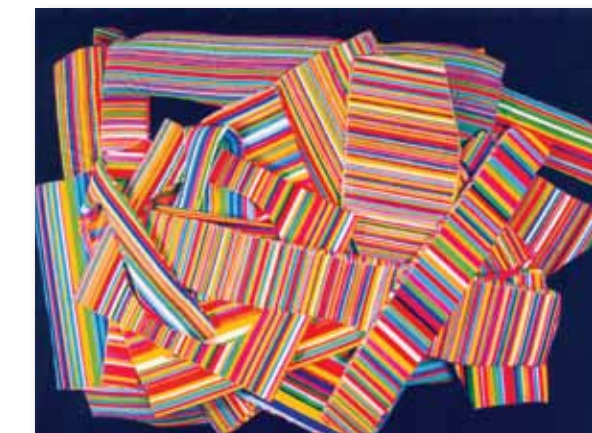
the science behind art

CONTEMPORARY ARTISTS IN THE UNITED STATES AND ARGENTINE

Science and technology have had a significant impact on art as evidenced by the works of some of the artists in the exhibition. The following questions address how scientific and technological advances have redefined the way we live but also how works of art are produced.

Critical thinking and discussion questions:

- Do you think art can be used to learn and teach about history? Do you think art should be a tool at all or should it be art for art sake? Explain why or why not.
- What unusual materials would you use to create a work of art completely different from anything you have seen before?
- What are some color techniques used by an artist to create drama and contrast?
- Do you think technology and modernity have had an impact on art? Why do you think it is important for artists to incorporate technology in their work? Explain by providing specific examples.
- What is abstract art? Why do you think an artist would express him/herself in abstract form?
- What is mixed media? Why do you think an artist would choose this mode of representation?



Hands-on activities:

- Have each student bring one unusual item from home to create a unique abstract work of art as a group activity. (suggested for middle school students)
- Have students conduct research on the meaning of art. Ask them to write down their thoughts in the form of a persuasive paragraph, essay or presentation. Hold a class debate about their findings and opinions about what art means. (suggested for high school students)

Credits:

Cover Image: Tulio de Sagastizábal. “Soy una Nuez No. 2,” 2006. Collection of the artist.
Welcome Page: Juan Carlos Distéfano. “Portadora de la palabra,” 2005-2007. Private Collection.
Science Page (top): Marta Minujin. “Geometría Blanda,” 2007. Collection of the artist.
Science Page (bottom): Luis Felipe Noé. “C.A.O.S. Sociedad Anónima,” 2003. Collection of the artist.

This publication is made possible through the generous support of The Walt Disney Company, with additional in-kind support from the Instituto Nacional de Promoción Turística de Argentina (INPROTUR), the Secretariat of Culture of Argentina, and the Embassy of Argentina in the United States.

Esta publicación es hecho posible gracias al generoso apoyo del The Walt Disney Company, con el respaldo adicional en especie del Instituto Nacional de Promoción Turística de Argentina (INPROTUR), la Secretaría de Cultura de la Nación de Argentina, y la Embajada Argentina en los Estados Unidos.

This guide is available online at www.latino.si.edu. Printed copies are available at no fee, please submit request to:

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